

Slow Art Day. Explore yourself through art!

Choose up to 5 pieces of art and look at each piece slowly for about 5-10 minutes.

Discuss your experiences with others either during or after the viewings.

Choose your own starting point and follow your own directions. The Rubin Museum in New York suggests these exercises to be done while exploring works of art:

1. **Ask yourself these questions:** *What is the first thing you notice about this artwork? Does this make you think of anything that you've seen before? What do you see that makes you say that? What materials are used and why? Continue with these:* *What are the colours? What about the texture and light? If that is a painting, how does the frame look like? What type of a painting is that? What can you see in the background and in the foreground?*

You may want to extend this list with additional questions from and based on Amy E. Herman's book *Visual Intelligence* (but only in relation to studying art, not taking objective real-life surveillance), for example: *Who can you see? Do you know anything about this person? How does this person look? What is this person wearing? How is this person feeling? What about the person's body language? What else can you see? Is there anything special or unusual about this person/these objects? Can you see any more details? What is happening? What may have happened? When is the action taking place? What time (of year/day) is it? What about the period? Where is this taking place (room, building, town, city, countryside, country)? What may it symbolise?* *How does the work make you feel? What are you discovering about yourself or your feelings? Are you surprised? Why?* *How would you feel if you saw someone defacing it with spray paint? How would you feel if you saw someone crying, swearing or laughing next to it? What may influence your judgements (eg. history, location, culture, values, religion, education, upbringing, ambitions, desires, failures, likes,*

dislikes, experiences, political beliefs, mood, physical state, groups you belong to, media, information from peers)? Why? How?

Are these facts or are you making any assumptions?

Study a piece from different angles, from the sides, closely and from the distance, playing with light (if possible), see if this work forms a part of a bigger display on the wall/in the room. Does anything change? How?

All these questions are ready to print below.

2. Look at a piece for 5 seconds then turn around and write down five things to describe it. Do the same thing again looking for 10 seconds, then 20.
3. Working with a partner, stand or sit back to back. One person faces the object and describes it to the second, who draws it, compare the outcomes afterwards.

My suggestions are as follows:

4. After you get back home, try to re-create the piece that was the most influential (just sketch it). Which elements do you remember most? What colours impressed you most? See if you can use any of the ideas to make a part of your lesson around it! Do you feel inspired? How?
5. Read more about the work, the artist or the times when the piece of art was created. Explore the historical background, see what may have influenced the artist.

Thank you